Curliss, Anna J.

1929

Methods of teaching French

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Thesis

METHODS OF TEACHING FRENCH

Submitted by

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(B.S.E.,The Teachers College of the City of Boston, 1928)

In partial fulfillment of requirements
for the degree of Master of Education

1929

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METHODS OF TEACHING FRENCH

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METHODS OF TEACHING FRENCH

Teaching is a science and an art. Thus all good teaching must have a scientific basis; i.e., it must be based upon physiology, and psychology and experimentation. But since teaching is also an art, it can not be standardized; i.e., there is no such thing as a fixed pattern to be copied exactly, no such thing as a one best method to be followed completely.

The teacher is like a bee: he takes from every flower nectar to be made into honey. This nectar must be digested and changed, in order that it may be made assimilable by the larvae. So, the teacher must take from the many different methods of teaching what he considers will best aid him in reaching his goal; and in so doing, he will have a tendency to teach according to his own method--this one a combination of the best in all the other methods.

There are many so-called methods of teaching French: Some are more important than others. In this article we shall consider the principal ones.

In speaking of methods of teaching French, we shall consider the grammar-translation method, the phonetic

method, the natural method, the direct method, and the oral method. Any method to be effective must give due emphasis to the fact that in the acquisition of a foreign language four brain centers are active:

1. aural -- pupils hear the teacher (ears)
2. oral -- they repeat sounds heard (tongue)
3. visual-- they read after the teacher and reproduce the sounds (ears and eyes) (tongue)
4. motor -- they write what they have read (eyes and hand)

By the Grammar-Translation method is meant the study of a foreign language through a knowledge of the grammar of that knowledge through the medium of translation from the foreign language to the mother tongue, and from the mother tongue to the foreign language.

By the Jesperson or Phonetic method is meant that method which introduced the analysis of sounds through the use of phonetic symbols.

By the Natural method is meant that method sponsored by Sauveur in 1872 as a break against the Grammar-Translation method.

By the Direct method is meant the teaching of a foreign language* "without having recourse to translation, now by associating at once the word with the object, with the action or quality it represents, now by employing the meaning of the words already known to discover that of others."

By the Oral method is meant that method exemplified by Mr. French of Boston University; i.e., the learning of the foreign language by an oral method so developed as to give, from the first, practice in the use of the foreign language in four different ways:

1) through the ear by hearing it correctly spoken;
2) through the mouth by using the language orally;
3) through the eye by seeing the written language;
4) through the hand in writing it.

★★★★

The fundamental principle underlying all good teaching is the law of habit. It is my intention to show wherein the grammar-translation method, the phonetic method, the natural method, and the direct method, fail

*E. Gourio: La Classe en Français, page iii.

to follow the psychology of habit, and therefore are not successful methods of teaching French; and to show wherein the oral method succeeds in following the psychology of habit and therefore is a scientific and consequently successful method of teaching French.

The law of habit requires that the processes to be made automatic be:

1) clearly focalized-- the more clearly they are focalized in the initial stages, the more effective the automatization.
2) repeated with variation and attention (repetition without attention is without value).
3) repeated a sufficient number of times to allow the material to be assimilated to reach the plane of automatization (if the material to be assimilated is repeated and repeated and yet is not repeated a sufficient number of times to have it automatized, the material can not be assimilated).

As opposed to sensory motor action (adjustment set off on stimulus of a sense impression), French deals with

idea motor action; ie., the idea is stimulated and the idea makes us speak the word. Thus, in the development of idea motor habits we use words at the stimulus of an idea--in speaking, not studying grammar rules. And here the grammar-translation method "goes down to defeat".

To speak or write effectively, the correct form must be largely outside the focus of consciousness. Proper and effective modes of combining words at the stimulus of an idea must be so firmly fixed by practice that attention can be given unreservedly to the content with full confidence that the form will take care of itself. For example, ability to read well and not to speak well shows a shifting of the focus of concentration without enough reserve to carry it through. Here again, the grammar-translation method fails completely, for without free use of the material learned, attention must of necessity be placed on form and not on content. Because the material known is not allowed in free use, it does not become assimilated.* "No impression without expression."

*Bagley, W.C.--The Educative Process
Page 123

The Physiological Basis of Language Learning.

In the acquisition of a language four brain centers are actively engaged.

1) the auditory center)
2) the visual center) sensory centers

3) the hand-motor center)
4) the speech-motor center) motor centers

Interaction between these centers takes place in the brain. Bagley in his valuable book, "The Educative Process", says that there is "no impression without expression". Impressions made through the sensory centers (sense impressions) express themselves through the motor centers.

In full recognition of the value of this important information, how shall we conduct our French classes so that we may best take advantage of this knowledge? Physiological and psychological investigation seem to prove that an oral method, namely one in which much time is allowed for oral use of the foreign language, is the best.

With this idea in mind, let us consider for a few moments how the child learns his native tongue. He hears

things called by certain names, and by association gradually connects the objects with their word forms. The impressions thus made are sensory impressions. These sensory impressions express themselves through the motor senses when the child tries to imitate the words that he has heard. The child can understand words applied to objects by others long before he, himself, can name the objects; that is, the child can understand the language before he is able to use it.

So it is with the student who is acquiring a foreign language. He can understand many words before he can use them. The child has a knowledge of the language before he has the power to use the knowledge. The best method of teaching a foreign language then, should aim to develop power along with knowledge. To attempt to teach a language without opportunity to exercise the speech-motor center would be to overlook one of the most powerful aids to language acquisition.

Time after time I have noticed in my beginners' classes that several children attempt to pronounce the new word as soon as the teacher has said it. In many cases I feel certain that the pupils are not even aware that they are doing it, so firmly is the hearing associ-

ated with the speaking.

Not all pupils, of course, belong to this auditory speech-motor type; some belong to the visual hand-motor type. One of the elements is present in every child, but more belong to the first class than to the second. Thus the method of teaching which reaches all types of learners is the one that will be most effective, because in this way the child will be given the advantage of appeal to the center most powerfully inherent and will also be given an opportunity for training the other centers of learning.*

Psychological Basis of Language Learning

The psychology of linguistics also contributes information as to the processes by which the individual gets language perceptions. Does the child perceive isolated words, or does he perceive language groups that form a whole. O'Shea in his Linguistic Development and Education says that the child perceives the sentence as a primary image, and the words in that sentence as a secondary image. Thus the sentence, not isolated words, must be the basis of instruction in language teaching. Experiments have proved that vocabulary taught in its normal function as part of a sentence is more easily and more permanently learned by the student.

*Foundation of Teaching Modern Foreign Languages by Silberberg

Grinstead in his article on "An Experiment in the Learning of Foreign Words" (Journal of Educational Psychology Vol. 6, 1915) claims that there is three times as great a chance of recognizing words learned in a context, after twenty-four hours, as words learned in a list. Single words do not arouse the interest of the student, and if he is not interested, it is more difficult for him to remember.

Since detached words do not permit the advantage of the psychological principle of the association of ideas, new images must be called up every time. This is true also of the detached sentence. Therefore, our teaching should be based not upon isolated word lists, not upon isolated sentences, but upon connected sentences that will form a unit.

Interest is but part of the big problem of motivation. The greater the motivation during the learning process, the more firmly will the image be focused upon and engraved into the consciousness, the more easily will it be remembered and consequently the more easily will it be available for use in speech.

Motivation can most easily be provided by things with which the children have had personal experience. Thus the material in the elementary stage must be familiar to the pupil. Therefore, psychology is not only

a basis for determining the method to be used but also a factor in determining the choice of content.

Experiments in Language Learning

In addition to the knowledge of physiological and psychological principles that should serve as a basis for determining the method of teaching a foreign language, actual experimentation on a truly scientific basis must be undertaken.

W. Lay* suggests as problems for investigation:

1) the efficiency of hearing, speaking, reading, and writing;
2) the relation of objects to linguistic teaching;
3) the relative value of written and printed matter as perception material;
4) the relation of motor images to the faculty of speaking and writing.

Miss Irma Silberberg in her article in the Modern Language Journal, February 1929, gives an account of experiments. "One of the experiments", says Miss Silberberg, "that Kappert reported is that of Peterson, who attempted to find out whether foreign words were more firmly associated with the names of objects or with objects themselves. For example: Was le chat more firmly

*W.A.Lay--Modern Language Journal Feb. 1929

associated with the word cat or with the animal cat. Peterson also tried to discover the relation between a foreign word and an action, and a foreign word and the symbol for the action. He used four groups of tests:

1) foreign word -- noun
2) foreign word -- object
3) foreign word -- verb
4) foreign word -- action

Peterson concludes from the results of his experiments that the use of nouns and verbs gave a more lasting result than the use of objects and actions. In other words, according to Peterson, the translation method is superior to the direct.

But these tests were not truly scientific experiments because the tests themselves were not exact, the conditions under which the tests were given differed with different students, and the number of students tested was too small.

Miss Silberberg also reports a similar test by Braunschausen, also reported by Kappert, which produced opposite results. Braunschausen carried out the following procedure in his experimentation:

1) mother tongue with foreign tongue;
2) foreign tongue with mother tongue;
3) object with foreign tongue.

The reports from this experiment showed an advantage in the object-foreign tongue method.

Starch, in his article on "Experimental Data on the Value of Studying Foreign Languages", gives a report of the results obtained from experiments which he performed to determine the value of studying foreign languages. He wanted to find out the effect of knowledge of a foreign language on the student's knowledge of English grammar, reading ability, and on general scholarship.

He claims that these tests show that the pupil's knowledge of English grammar is increased but his ability to use English correctly is only slightly increased by studying a foreign language. He admits that differences in native ability would affect the results; but, as Miss Silberberg so ably points out, he overlooks the fact that pupils taught by direct method would react differently to those taught by grammar-translation method.

Briggs, in his "Prognosis Tests of Ability to Learn Foreign Languages", uses as one of his norms the teacher's ratings--a very questionable and far from exact basis. Thus all the conclusions from these experiments were based upon assumption and are therefore unscientific.

DISCUSSION OF METHODS

Grammar-Translation Method

With the grammar-translation method of presentation we are all familiar. In each chapter the rules appear first, followed by several examples in the foreign language. Then come drill sentences based upon the new grammar point to be taught. These sentences are to be translated from the foreign tongue into the mother tongue and from the mother tongue into the foreign tongue. In practically every case the sentences are unrelated and of no interest to the children. For example: Take the following sentences taken from the Fundamentals of French for Reviews by Raphael Windman, N. Y.

"Did you sell your horses to the woman's nephew?
She bought her hats at Mary's.
Put the frying pan on the stove.
His hair is grey.
Don't pick those pebbles."

The examples listed are taken from page ten and are given by the author for the purpose of teaching the pupils to write French.

The above is typical of many books written for

classes where emphasis is laid on grammar. My purpose in quoting from the above book is not to criticize adversely the book in question but merely to emphasize the fact that the grammar-translation method violates the law of habit in that it does not allow for frequent repetitions with attention, and violates the laws of psychology in not grouping material to allow for the association of ideas.

The grammar-translation method originated in the teaching of dead languages like Greek, Latin, or Sanskrit. When the study of modern languages began to oust the study of dead tongues, the professors of these ancient languages became teachers of modern languages and wrongly taught them by the same method.

This method, long overworked, is now being discarded by good teachers everywhere. Yet, poor as it is, the grammar-translation method has forced teachers of languages to recognize the need of focusing attention upon grammatical forms. These grammatical points must no longer be taught as isolated constructions but should be taught as part of the conversation rather than as grammar. In other words, avoid the teaching of formal grammar in the early study of French.

The tenses of the verbs should be conjugated often with an object, preferably a different object for each person, since this would quicken the mind of the student by bringing to his mind the use of that verb with many words of the vocabulary. For example:

J'ai un crayon vert.

Nous montrons les livres aux garçons.

Il a une plume brune.

Je donne trois pommes aux trois garçons.

Vous apportez vos livres à l'école.

*We should not cut up the living tree of language into piles of branches and twigs, making it so much dead wood to be juggled by the student in the statement of rules and in the translation of sentences chosen to bring out these rules, but we should have a method which implants the seed of linguistic power in terms of a living whole and tends so carefully to its growth that at the end of the process, the pupil is something more than he was, through having had developed within him a new means of self-expression."

The above statement by Professor Mercier of Harvard University might well serve as a summary of the weaknesses of the grammar-translation method. The grammar-translation method is in reality "the cutting up of the living tree of language into piles of dead wood."

*Mercier, L.J.A.; Junior French

The Direct Method

The direct method as used in the United States is not really the direct method at all, but a compromise between the old indirect method and the pure direct method. It makes use of indirect procedures; that is, it teaches formal grammar in the mother tongue, and uses translations from the foreign language into the mother tongue and from the mother tongue into the foreign tongue. And then we find all gradations between this and the pure direct method. The direct method itself is not enough used in this country. However, there is a marked tendency to use it; as in the Berlitz Schools of Languages and in the summer courses at Middlebury College, Vermont, and at Penn State College. This method is well exemplified in Méthode Directe by Cossart & Laurent.

When can a teacher be said to use the direct method? Professor Mercier in his article, "A Plea for a New Method Nomenclature", (French Review, Nov. 1928) gives as a criterion of the direct method the following statement: "I should say a good criterion is: Can his (the teacher's) class understand the foreign language when spoken, and can they speak it sufficiently so that the recitations on all the lessons but those of formal grammar can be

conducted entirely in the foreign language? If they do this successfully and habitually, then they have been employing the direct method."

Professor Handschin in his valuable book, "Methods of Teaching Foreign Languages", published in 1924, applies the term direct method to methods that violate the fundamental precepts of the direct method as interpreted by Gourio. Professor Handschin, however, points out very clearly that while he speaks of these varied methods as the direct method, they are in reality adaptations of the direct method.

Professor Mercier, in his article in the French Review of Nov. 1928, takes issue with this nomenclature: "To consider a method that uses indirect procedures, if not a pure direct method, at least an impure one, is not unlike regarding a dog as an impure cat because both animals have four legs and a tail."

The term direct method as originally designated applied to those procedures outlined in detail in the official programs of the teaching of foreign languages in French, where the method was definitely organized. E. Gourio, in his excellent book,"La Classe en Français," has expressed this infinitely better than I can, so let me here quote him:

"The direct method consists in teaching a foreign

language without recourse to translation, now by associating at once a word with the object, the action, or the quality it represents; now by employing the meaning of the words already known to discover that of others."

The direct method as interpreted by Gourio is the direct method as I shall use the term throughout this article.

When we consider that the teaching of French in our American schools is limited to two, three, or as in the case of a few high schools to a four year course, it becomes clear that the direct method can not be used. To substantiate my statement I give as authority no other than *M. E. Hovelaque, one of the organizers of the direct method in France, who makes the statement that it takes two years with five recitations a week to provide a very elementary working vocabulary of common, everyday expressions; and two more years to lead the student to appreciate the sense of a text.

Combination of Grammar-Translation and Direct Methods

In speaking of method, it would be well to spend a few minutes discussing *Béziat and Dey's new grammar. These two gentlemen have in their grammar very ably illustrated what I have been trying to emphasize; i. e.,

*A Plea for a New Method Nomenclature
French Review--November 1928

that there is no such thing as a best method, but each teacher picks from various methods what he will find of most use in his particular class. For example, these two experienced teachers, *André Béziat and William Morton Dey, have furnished an excellent grammar in which the grammatical and direct methods are combined in a logical, thorough manner.

The book is a long one, with three hundred and forty-seven pages devoted to pronunciation and grammar, fifty-five to the Appendix, and one hundred and twenty to the vocabulary, and six to the Index. The grammatical part is treated in thirty chapters, each chapter being divided into from two to four lessons, making a total of eighty-five lessons, plus six review sections .

French is largely the language of the book; the authors use English for the main grammatical explanations in the first part of the book; but after the fifteenth chapter, French is used entirely. There are no English-French practice sentences except in the six review sections, where there are from twenty-five to thirty in each set.

The deductive method is used, and the book does not require a teacher with a profound knowledge of the language. There is an abundance of practice material. The usual direct method devices are skillfully employed

*A French Grammar by André Béziat and William Morton Dey
Johnson Publishing Co. Richmond, Va. 1927

to bring out the grammatical principles. The vocabulary is large, but practical and suitable for the rapid building up of conversational power."

D. H. Carnahan in writing of this book gives generous praise to the emphasis laid on the teaching of verbs. The verbs, even the irregular ones, are brought in very early and constitute the backbone of the work.

The principle of the association of ideas is carefully worked out in each lesson, both for grammatical rules and vocabularies. For example, the early vocabularies begin with words naturally associated in the minds of the children; as class-room objects, parts of the body, and members of the family: and spread out gradually into broader fields.

This book I consider a perfect illustration of how two good teachers have combined the best from two methods to form a method of their own. In a similar manner, but to a less marked extent, every good teacher takes the best from every method to make a method of his own.

Natural Method

I choose as an illustration of the natural method the Berlitz method of teaching a foreign language because it is the one that is most in accord with the psychological principles of language learning. I note with pleasure that E. T. Spendiarof, Lector in English,

Government Polytechnic Institute, in his new book, *Foundations of the Natural Method of Teaching Foreign Languages," staunchly champions the Berlitz method. Yet he disapproves of the extremists who would ban the use of the mother tongue entirely from the class-room. He would allow the use of the mother tongue as soon as instructional materials have become more abstract; that is, when pictures and objects can no longer be used to objectivate the lesson and to visualize objects or actions. This is after about two months of study of the foreign language.

Of course, the necessity for using the mother tongue will become less as the French vocabulary becomes greater, until at the end of the second year it will no longer be necessary to use the mother tongue. In other words, the natural method can be successfully used in the very beginning and at the end of the elementary stage.

It is for the teacher to determine when he needs to take from any or all other methods that which combined with the natural method will enable him to best reach his goal.

So, while I am a firm believer in the virtue of the Berlitz system of teaching of foreign languages, I must repeat what I have said over and over again. There is no best method. The good teacher takes from every method

what will best enable him to attain his aim; and the composite of the various parts thus gathered together forms no one known method. Every teacher being individually constructed will choose according to his own individuality and will form a method of his own.

Phonetic Method

While in no class is it wise or practical to use the phonetic method of teaching a foreign language to the exclusion of all others, yet in every class we must be conscious at all times of the pronunciation of every sound in all words used in the class.

It is not enough that the teacher be able to speak accurately but he must develop in the pupils the ability to recognize correct French sounds and to teach them how to produce these sounds. Mere imitation is not enough. They must know how the mouth and tongue should be placed in order to produce any given sound.

I would not recommend the use of the phonetic signs, because they tend to increase the difficulties of spelling; but the different spellings represented by one sound, such as ai, ei, etc, or et, é, ez, etc., should be grouped together and written upon the blackboard where they will always be before the eyes of the pupils.

Lists of phonetic words chosen for the illustration of the phonetics should be practiced in concert.

Charts containing lists collected to illustrate each sound may be easily made, and will prove of great help to the teacher and of great value to the pupils. Pronouncing one or two short words after the teacher is to be recommended. Care must be taken to detect the slightest mistake.

At the end of the first half year, pupils should be able to divide words into syllables, and to pronounce correctly new words (unless they are exceptions), without the aid of the teacher.

Whenever possible, it is suggested that a few simple songs be taught. Also a few very simple poems may be memorized, provided that in their arrangement too much poetic license has not been taken with the word order, and provided that too many purely poetic or archaic phrases are not used. Short, easy dialogues and a few lines of simple prose are very useful.

Below are some suggestions for songs:

"Savez-vous planter les choux?"

"Quand trois poules s'en vont aux champs."

"Sur le pont d'Avignon." (game and song)

"Il était une bergère."

"Au clair de la lune."

"C'est la mère Michel".

"Il court, il court, le furet."

"Au jardin."

Also some very good songs are found in "Chansons et Jeux" by Gay.

The correct use of songs is a valuable aid to the development of a good pronunciation.

I should like to say here that I do not take so optimistic a view, or lay so much stress upon the learning of muscle movements as an aid to the study of French as Professor Estabrooke does.*

Professor Estabrooke believes that if a child only learns the muscle movements necessary to any language when reasonably young, he may disuse that language for an indefinite period of time and later take up and speak the language almost without accent. He believes that all language teachers must recognize the fact that language is largely a matter of muscle coordination in the throat. (Of course, in making this statement, Professor Estabrooke is speaking very broadly.) "Also", continues Professor Estabrooke, "like all other motor habits--say swimming--once learned it may be almost forgotten and then relearned very rapidly and very well."

With the foregoing belief as a basis, he undertakes to show that all throat movements necessary to the study of French could probably be contained in a reasonably short article. He suggests the preparation of a little recitation for a child. This recitation is to be care-

*A Linguistic "Daily Dozen"
Modern Language Journal - Dec. 1927.

fully prepared so that it takes in all the sounds of the French language. Then Professor Estabrooke would have the child memorize this recitation at the age of six, very carefully and under the direction of a French instructor; and have his sole training in French up to the age of fourteen consist just in repeating this recitation, parrot like and with or without knowledge of its content, to a French teacher.

By giving this training in the form of a recitation, Professor Estabrooke believes it would be more interesting to the child than the same material given in any other way. At the age of fourteen, this child who has previously learned the carefully prepared recitation takes up French. "If there is anything at all," says Estabrooke, "in the theory of habit formation, I claim that my linguistic 'daily dozen' will give him a very decided and definite advantage over other children in learning the spoken language."

He suggests the use of poetry rather than prose because children are very fond of rhythm. The length of this passage would be governed solely by the possibility of getting all sounds in the language repeated, say, three times at least. Of course, the poem would have to be specially prepared--no existing piece of poetry would quite fill the bill.

Then comes the problem of the practical application of this training--which is more difficult. Professor Estabrooke calls our attention to the following two points:

First, we are teaching the child the spoken language and are merely drilling the child in phonetics. He does not have to master the grammar, does not even have to understand what he is saying. So far as the teacher is concerned, he only has to get the sounds correctly--nothing more.

Second, to be absolutely sure that these sounds are correct, we must have a native of France to teach them, though not necessarily a French teacher. The child has to learn by imitation, as all young children do. Provided the instructor can speak French himself and can recognize poor pronunciation in others, no more is necessary. With constant practice the child will imitate him exactly--the instructor needs to know nothing about the modern theories of language teaching. "In other words," says Estabrooke, "all that we need is a very average individual and not a highly paid specialist. Anyone who has tact with children and can really speak the French language without accent will be able to do the work."

Professor Estabrooke emphasizes the need of practice. He suggests a twenty minute individual period twice a week, and perhaps a group recitation. "Still more," he says, "from the very nature of things,a great deal of individual attention would be necessary." Since exact pronunciation is required, the need of individual attention is very evident.

The two difficulties would be the time necessary on the curriculum and the expense. In the private schools this could be easily handled, but what about our public schools? While I recognize the value of Professor Estabrooke's scheme of instruction, I fail to see how it could be handled in our public schools,where the question of time and of expense are potent factors in determining a curriculum. When we consider that our public schools take care of ninety per cent of our children, we realize that public school education rather than private must be given the bulk of our attention.

Professor Estabrooke maintains that this method of instruction would not mean greater expense, and makes the following suggestions. Begin the children in the first grade. At first, since the instruction must be individual, the teacher will put in about twenty minutes with each child.

Professor Estabrooke says that any girl who has tact with children and who can really speak French will

do. I disagree with him here. I firmly believe that it takes a specially trained teacher to work with the little ones in the first grade. I consider that he is handling the problem from an adult point of view rather than from that of the child; that he is handling it from a theoretical standpoint rather than from a practical one.

For example, a girl who has tact with children and who can speak French accurately would, as he suggests, work with individual pupils in grade one for twenty minute periods; but a specially trained teacher, one well informed in the psychology of childhood, would realize that a child of that tender age can not and must not be allowed to do individual work for twenty minute periods.

Professor Estabrooke claims the following: "This proposal does not call for more time and expense but merely a distribution of the items in the curriculum." Instead of teaching pronunciation in grade IX, he would have it taught in grades I, II, or III. Time given in the early grades, he believes would be largely cancelled by time saved in the later grades. The expense of instruction at this early period would be less per hour, since high school teachers receive more pay than lower grade teachers.

I believe that Professor Estabrooke's plan is well worth considering seriously because it would insure better pronunciation--a point of great importance; it

would make the actual learning of the language easier; it would save many weary hours of vain drill in phonetics: but as conditions now stand, it is impractical for use in our American public schools.

Perhaps we might profitably avail ourselves of the linguaphone for use in this connection. The records that have been made are correct in pronunciation and exact in sound, and may well serve as a guide in the development of a good pronunciation.

I might also suggest Cortina's method as a help in the development of pronunciation.

Oral Method

An oral method of teaching French is, to my mind, the only efficient method because it develops power along with knowledge.

The mental growth of a child through a language is gained by developing his power over linguistic material. This is acquired only when the language teaching follows the law of habit.

Habits of language are established through repetition of language material in the focus of consciousness. A wrong habit is corrected by bringing the wrong form into the focus of consciousness, and by analyzing its defects and replacing them by the right form again through a great number of repetitions.

*"Once established as a habit, through repetition, the language form thus controlled well function out of the focus of consciousness." Therefore, the method used must be a method which allows the greatest number of repetitions in a given time. This will necessitate the use of an oral method.

**"No knowledge impression or power growth without expression."

***"No sufficient expression or proof of power growth without oral expression."

In order to use the linguistic material orally without recourse to text books, the habit of using the foreign language must have been established. Rules for the use of the object pronouns may be memorized. The pronouns may even be pieced together in a written exercise, but only the use of them spontaneously at the stimulus of an idea is proof of the control of these forms, both in terms of knowledge and of power. The child's ability to speak the language is the only true proof of his knowledge of it.

The time involved, as in all methods, will depend upon the age and ability of the pupil. First, we must present the new language very clearly so that the pupil may clearly focalize it. It must be borne in

*James, Wm.-Psychology, Briefer Course--Chapt. 10
**Bagley, W.C.-The Educative Process, Page 125
***Mercier, L.J.A.-Junior French XII

mind that the more effective the focalization in the initial stages, the more effective will be the automatization.

An appeal to all four senses will be beneficial to every pupil:

1) appeal through the ear by hearing the sounds correctly spoken;

2) appeal through the eye by seeing the written language;

3) appeal through the mouth by using it orally;

4) appeal through the hand in writing.

At last it is in but still far from being assimilated into a habit. To accomplish this the pupil must be given many chances to use it under the possibility of correction. At first he will use it diffidently, incorrectly, but soon he will be able to correct himself when challenged. The language material can as yet be made to function only hesitatingly and in the focus of consciousness.

Further repetitions are now necessary,until gradually the pupil comes to use the new material unconsciously, easily, as organized knowledge functioning as a fully developed habit. It is this gradual process which must be carried out under the supervision of the teacher

to secure results. Obviously, this can not be done without an oral method. The oral method alone can secure the large number of repetitions required.

In order that the material to be assimilated becomes automatic, there must be sufficient number of repetitions given to have this material reach the plane of automatization. It is essentially important to remember that many repetitions may not necessarily mean that this plane is reached. Not only is there no lasting impression upon the pupil's mind without expression, but impression depends upon the necessary number of expressions. *"The last necessary expressions clinch the habit as the last necessary days of sunshine bring fruit to full ripeness."

Thus, teaching isolated words of vocabulary, writing sentences from the foreign language into the native language and from the native language into the foreign language, either upon paper outside of class or on the blackboard in class, is futile. In this manner of teaching, the new material has not been given a sufficient number of repetitions to allow it to be automatized.

Therefore, we should begin with the oral and vary the repetitions so that each pupil will receive the impression in all four ways mentioned.

"Self-expression is at once the means and the proof

*Bagley, W. C. - The Educative Process, Page 123

of the growth of self. Repeating anything by rote is not self-expression. Building in power through the repetition and variation of language material is a step toward self-expression. But making some original combination of material learned, at the stimulus of one's own idea, no matter how elementary, is real self-expression. The organization of class work on the recognition of the necessity of self-expression in the language studied, alone can vitalize every step of the class-room procedure through the development of interest." *

**"Interest has its origin in the sense of power, which may amount to exhilaration, the sense of mastery which goes with every internally impelled effort to realize a condition for the growth of the self."

Then, too, the fact that the pupil knows that he will be allowed to use his knowledge orally makes him willing to exert himself to acquire that knowledge.

In our study of the grammar-translation method we found that it was impossible to teach a foreign language by means of learning words in lists or by learning grammatical rules and applying them to isolated sentences, for "one should never be permitted to settle down on a lower unity to make it automatic before employing it in a larger unity."***

*Mercier, L.J.A. - Junior French XIV
**De Garmo - Interest and Education, pp. 28, 33
***O'Shea - Linguistic Development in Education, p.181

Thus we must not teach new words in lists, but in sentences, because it is in sentences that they normally function.* "To be able to use a language even in an elementary way, we must be able to set off linguistic habits freely at the stimulus of an idea. But this very setting off of linguistic habits to what we wish to express must itself become a habit and therefore it must be done repeatedly. There must be many repetitions of the act of free self-expression to develop the power of free expression, just as there must be many repetitions of any language mechanism to make this mechanism function habitually. This means that to secure organized knowledge of,and power to use a language, there must necessarily be alongside of the drill repetition, free use of the material at the stimulus of one's own ideas."

It may be advisable to discuss here written composition work in a class conducted by an oral method. This class is taught French by an oral method which is not the direct method but is an adaptation of the direct method so changed and modified as to aid me in reaching my goal; namely, to enable the boys and girls in my French classes to think in French and to reproduce the thought in very simple oral and written French.

Written work may well grow out of conversation in class based upon previous reading lessons. Almost from

*Mercier, L.J.A. Junior French XIV

the first day the teacher can make up easy sentences and frame easy questions, and at the same time teach the pupils to give their answer in a sentence. It must always be kept in mind that the sentence is the unit of the work rather than the separate words of the vocabulary.

The questions put to the class must not call for any forms or words that have not already been given in the lessons; in other words, the answers must contain only what has previously been taught and learned. At this stage of the work the pupils must not be allowed to use unfamiliar words and constructions. They must hear, speak, read, and write only correct forms. Consequently we must not allow the children , in the beginning, to socialize the recitation. Later on, when the children have a greater command of the language, this procedure loses its danger. The compositions here reproduced grew out of oral work based upon the lessons in the reading book used by the class.

Throughout the eighth grade, the children, having acquired a large working vocabulary during the seventh grade, may be led to write original compositions. Early in the year these will be marked by great simplicity and brevity, but as the children progress in their study of the language, they will be able to write compositions

which though longer are still simple but do not consist of the "choppy" sentences of the beginning of the year.

For example, the child in September will write somewhat as follows:

Mother Barberin lives in a small house.
The house is in the village of Chavanon.
It has only one door.
It has only two windows.

The same child will later combine these sentences in somewhat the following manner:

Mother Barberin lives in a very small house in the village of Chavanon. Her house has only one door and two windows.

Dictation is a valuable form of written work which may be given even in a beginners' class. It should be begun as soon as possible. It might be given five or six minutes at first, increasing the time to ten minutes as the pupils advance. The dictation should contain only words that are familiar to the pupils and it should consist of easy, short sentences. The dictation work will serve as a basis for written composition later on.

In the oral method of teaching a foreign language, reading aloud is not neglected, as is often the case when other methods are used. Aside from the pleasure which it gives, reading aloud is an extremely valuable practice. It combines the speech-motor and auditory images with the visual ones of the printed page.

At first, the children should be required to read all together (to overcome timidity and to give them more and more confidence). Later, individuals may be called upon to volunteer. After this, the teacher may choose pupils to read aloud.

Although I have emphasized the fact that the grammar-translation method of teaching a foreign language is deadly, I would not have you think that translation must never be used in the foreign language class. Translation has a definite place in the class-room, but it must never be used to the exclusion of other methods. The best teacher will benefit by resorting to it occasionally. It can be used as a check to determine whether the meaning of a foreign expression is clear. Avoid careless translation but do not insist upon literal translation. Remember that a free translation of reading material is best when the aim is to get the purport of what was read.

The oral method offers more opportunity for the material to be truly motivated than any other method. Because this method is a result of the study of psychology, it is not difficult to provide a reason for every movement. When the method provides self activity, the interest is intrinsic and the activity proceeds from within. Self-expression has interest. The interest originates in the sense of power of mastery

that goes with every effort. It is the end to be attained. Successful self-activity has interest, no matter how motivated, whether by coercion, bribe, success, or social pressure. As long as it is successful effort, not mere amusement, it is very much worth while. Therefore, it must be motivated by French and not by pictures of France. That is, the pupil must receive the joy of successful achievement through his power to use the language and not from external realia.

Let me list a few appeals that may be easily made by the teacher and which will be readily accepted by the learner.

First, let me emphasize the fact that the condition for interest must exist. That is, the work must be carefully graded so that the pupil is placed in a position to succeed. Be sure that the aim has been clearly stated, that the material to be learned has been clearly focalized. There is great need for the child to know just what points are to be mastered, and how near he comes to mastering them.

School Appeals:

1. Children guess what the teacher is saying while she is performing a given action.

2. Children perform the action while saying in French what they are doing.

3. Teacher says to the class as they are leaving, "Tomorrow, when you come in I shall say "Bonjour, mes enfants". (Incentive)

4. Children write upon the blackboard from dictation.

5. Teacher gives orally a new sentence with many familiar words, and asks, "In the new sentence, how many words can we write upon the board?"

Example: Je mets le livre sur le pupitre.

Teacher tells the children the new word mets.

(too difficult--avoid discouragement)

Teacher draws from the class the spelling of the new word "pupitre".

Thus the children are given the satisfaction of spelling a word they have never seen.

6. Teacher commands a child to give objects to other children, each child telling in French what he is doing as he performs the action.

Donnez le livre à Jean.

Children guess je donne. (Command form, donnez is familiar. Children recall je from previous sentences.)

7. Repetition

Children enjoy repetition given in varied manner, as conversation, writing upon the blackboard, children giving commands, etc.

8. In phonetics: Teacher has the children feel the need of them.

Example: Teacher has developed orally and by dramatization: Je vais au tableau.

Children guess the meaning of the new phrase au tableau by the actions of the teacher. The teacher then sends the child to the board to write it. He writes Je vais (familiar). The teacher gives him au to prevent misspelling what he has no way of knowing. The child writes tabl (teacher gives him eau before the child can misspell it as au.) With the aid of the teacher thus the child has written the sentence correctly but is ready to learn the phonetic sounds au and eau because he feels the need of knowing them.

9. Free expression

Teacher gives an opportunity for free expression. The teacher says in English, "Tell someone to do anything you wish, or do something yourself and tell us in French what you are doing." The child will give a command,or perform an action, telling in French what he is doing; or he will go to the board and write a sentence; or he will tell another child to write a sentence, etc.

10. Teacher motivates grammar study by placing the child in a position where he must use the grammar.

Example: Verb study.

Child already knows the first person, as Je ferme le livre-- and knows the command form, Prenez le livre. Teacher hands a book to the child, saying in French , "Put the book on the desk." The child places the book on the desk,

saying in French, "Je mets le livre sur le pupitre."

Teacher says, "Do it again and do not tell us what you are doing." She then points to the pupil and says, "Il met le livre." Teacher repeats three times (maybe more). She then calls upon an individual to tell what she has said. Pupils guess correctly.-- he puts -- and will, of course, recognize the rest of the words as being familiar. Teacher sends a child to the board to write the new sentence, telling him, before he can possibly write it incorrectly, that there is no s on il met. (Children previously have learned.-- Je mets le livre sur le pupitre.)

11. Teacher motivates the study of a new vocabulary by objects. For example, to teach the vocabulary of the house: She has before the children a doll's house. They will talk about the house itself, and about the furnishings of the house. Thus the new words will not be taught as a list of words, but will be taught in the use in which they normally function.

12. The teacher motivates the vocabulary of the table by having the children set the table. The teacher performs each action and the children guess what she is saying by watching her actions. The teacher repeats the actions, continuing to tell what she is doing as she performs each action three times (more if necessary). The individuals then perform the actions telling in French what they are doing as they perform each action.

13. The teacher motivates adverbs of place by placing the children in a position where they will need the adverbs.

Example: Teacher places a plate upon the table, telling in French what she is doing. (The children recognize her sentences as being familiar.) The teacher takes a fork, saying in French, "Je prends la fourchette." (The children recognize this sentence as one they already know.) ~~The~~ The teacher places the fork at the left of the plate, saying in French as she does so, "Je mets la fourchette à gauche de l'assiette." She repeats the action several times before calling upon individuals to perform the action. Each child, of course, tells what she is doing as she performs the action. The teacher teaches <u>to the right of</u> in the same way.

14. The teacher motivates pronunciation by songs, realizing that children love to sing.

"Au clair de la lune"
"Savez-vous planter les choux" } etc. are good songs
"Bon Pierrot"

15. The teacher motivates the vocabulary of the parts of the body by drawing a doll upon the board, saying as she does so, "Je dessine une poupée." The teacher then erases it, and <u>very slowly</u> she draws the doll part by part, telling in French what she is drawing.

She will not, of course, try to teach the vocabulary of the whole body at once; but rather she will teach the vocabulary of the head first and will go no further until the children are able to go to the board and draw a head ,telling in French what they are doing as they perform each action.

Example: Je dessine la tête. (Child draws the outline of a head while saying this.) She may then draw the hair (or some other part if she so desires) saying as she does so, "Je dessine les cheveux." The teacher may call upon a different child to draw each part if she wishes, or one child may draw the entire head. The other parts will be taught in the same way. The teacher must be careful to remember that she is teaching a child and therefore must not give him more material than he can assimilate. The teacher then makes the correlation between the parts of the doll and the parts of the human body, getting away from the doll as quickly as possible.

14. The teacher may motivate the learning of the numbers by means of arithmetic bees. The boys may be on one side and the girls on another. One girl may give an example, using the numbers that have been previously taught.

Example: If the numbers 1 to 20 have been learned, one child may give an example as follows:

Combien font quatre fois trois?

The child on the opposing side will answer:

Quatre fois trois font douze.

If the child is unable to answer correctly, or if the child is unable to ask the question in correct French, he must go to the end of the line.

I have spoken at some length of the oral method of teaching French. Let me here illustrate the points that I have been endeavoring to make by an example lesson:

Drill Lesson.

In the following lesson the aim is to make the material to be learned automatic. Thus the children will focalize the material to be made automatic. The more it is focalized in the initial stages, the more effective will be the automatization, for there can be no assimilation without focalization.

Then the material to be made automatic must be repeated a sufficient number of times to make it automatic. In the drill lesson, if we have drill after drill and yet not enough for automatization, we get nowhere, because the habit has not been formed.

But repetition without attention is without value.

Repetition with attention necessitates the pointing out of errors and the immediate replacing by the correct form. In order that the repetition will keep attention, we must have repetition with variation. This habit formation is gradual; therefore we must have frequent repetition throughout the year and at steadily increasing intervals.

The teacher must bear in mind the fact that she is not teaching a subject but changing a human being. It can not be hurried.

Example of a drill lesson in a beginners' French class. The following French expressions are to be made automatic.

Je prends le livre.

J'ouvre le livre.

Je ferme le livre.

Teacher asks the children to decide what she is doing and to be able to tell her in English.

1. Teacher picks up the book, saying in French as she does so:

"Je prends le livre."

Teacher performs the action twice (more if necessary) telling in French what she is doing. Then she calls upon a child to tell in English what she thinks the teacher is saying. (This creation of the idea should not take too long. The greatest amount of time should be spent on repetition.

2. Teacher picks out individuals to say Je prends le livre while performing the action. From the whole sentence the teacher isolates the phonetic sound en in prends. She emphasizes the fact that the mouth is open wide in making this sound. The class repeats the sound. The teacher shows the children how to consciously produce the sound. The class repeats the sound, taking care to pronounce en carefully with the mouth in the correct position.

The teacher picks up the book, saying, "Je prends le livre." She calls upon individuals to perform the actions, telling what they are doing. The children take care to pronounce en correctly.

3. The teacher takes the first action and a new one.

Teacher picks up a book, saying as before, "Je prends le livre." Then she opens the book, saying as she does so, "J'ouvre le livre." The teacher calls upon an individual to tell her what she thinks she (the teacher) said when she said "J'ouvre le livre."

The teacher calls on individuals to perform both the actions, telling what they are doing as they perform the actions.

4. Teacher takes first two actions and a new one.

Je prends le livre.

J'ouvre le livre.

Je ferme le livre.

Teacher calls upon individuals to perform all three actions, telling in French what they are doing as they do them.

5. Teacher asks what word occurs in each sentence. Children will be able to tell le livre. Teacher isolates le livre. (In this way all vocabulary of the year will be taught; not in isolated lists.)

6. Teacher goes back to the first two sentences: "Je prends le livre", "J'ouvre le livre," and takes another: "Je tourne la page." She calls upon individuals to tell in English what she (the teacher) is doing. Children tell her in English: "I take the book. I open the book." Teacher calls upon individuals to perform all three actions, telling in French what they are doing.

7. Teacher takes the above three sentences and with them she takes the sentence, "Je ferme le livre," with which the children are familiar.

She performs all four actions, telling in French what she is doing as she performs each action. Teacher then calls upon individuals to perform the actions, telling in French what they are doing as they perform

each action.

Now the children have received the new impression:

1) through the ear by hearing it spoken correctly;

2) and through the mouth by using the new sentences orally.

The teacher then writes the sentences upon the blackboard so that the children receive the impression:

3) through the eye.

The teacher then has the children copy the sentences into their notebooks. Thus they receive the impression:

4) through the hand, in writing.

Since the habit formation is gradual, the teacher must bear in mind that the new material is not yet assimilated. Therefore she must give frequent repetition throughout the year and at steadily increasing intervals. For, as I have stated before, the teacher is changing a human being,and the process can not be hurried.

It would hardly be fair to leave the subject of the oral method of teaching French without mentioning the great value of the teaching of French in the training of the motor system.

French taught on a sound psychological basis can do as much or more than other subjects; but to accomplish this, the oral method of teaching it must be used.

*"Manual training is the most direct education of the motor system but it can not reach that subtlety that the speaking, reading, and writing of a language demand. Language teaching is a high type of motor activity." The oral method is always accompanied by self-activity because the motor system is trained to give knowledge more readily. It builds in the habit more surely and quickly. It develops a self-reliant type of individual and not an inhibited type.

* Munsterberg, Hugo--Psychology and the Teacher
Page 302

EVALUATION OF METHODS OF TEACHING FRENCH

Grammar-Translation Method

Now that we have spoken in some detail of the physiological and psychological basis of teaching French, and also of the experimentation, it is well to consider the various methods of teaching a language in the light of our recently acquired knowledge of scientific principles.

For many years, when education was regarded as a means of disciplining the mind, when educators believed that it did not matter what the pupil studied so long as it was hard enough to provide mental discipline, the foreign language taught was either Latin or Greek--usually Latin. Because the educators of that day believed that grammar was a very valuable means of training the mind, the grammar-translation method was the only method used. One part of speech after another was studied in logical sequence.

The method was built on the theory that all that is necessary for a knowledge of a language is the knowledge of the words in that language--a false theory in that it is both unpsychological and unpedagogical. This method absolutely neglects the

training of the auditory and speech motor centers which, as we have seen, play an important part in the acquisition of a language. The child's interests are entirely overlooked. A child at the age at which children usually begin the study of a foreign language is not qualified mentally to make the generalizations that such a method demands. The child will recite perfectly rules which he is unable to apply. He learns by imitation much more than by reasoning.

H. E. Palmer in his book, "The Scientific Study and Teaching of Languages," says: "The basis of all linguistic study is learning by heart. Every sentence is composed of smaller units each at one time learned by heart." This is but another reason for condemning the grammar-translation method which, if only for its monotony and lack of interest, should be discarded.

While it is true that most language teachers admit the fallacies and inadequacies of the grammar-translation method and laud the virtues and the values of more modern methods, it is nevertheless true that a deplorable number of teachers still use this method of instruction, even though they realize that it is thoroughly unscientific.

The Natural Method

The aim of the natural method is to exclude the mother tongue entirely from the class-room, to associate the foreign word with the object without having recourse to the mother tongue. The instruction is entirely oral at first, since advocates of this method are endeavoring to teach the foreign tongue as the child was taught his native tongue. It is only after the child has become familiar with the words that the written words are given. Careful attention is given to pronunciation. Thus, although the visual center is at first (during five or six lessons only)neglected, the auditory and speech-motor centers are given training.

Yet there are serious defects in the method. The advocates of this method are trying to teach the child a foreign language under conditions that differ from those under which he learned his native tongue. The student learned his native tongue when he was a baby, and consequently with the mental equipment of a baby. The student in a foreign language class is much older and has a mental equipment correspondingly developed.

The baby learning his native language associates the symbol at once with the object, but the foreign language student already has been taught to associate one symbol with the object (his native tongue) and now

is asked to replace this known symbol by another.

Another difference between learning the mother tongue and a foreign language is that the former is a more or less unconscious process that goes on continuously. Every word the child hears adds to what he already knows about his native tongue. But such is not the case with the student beginning the study of a foreign language. This student learns the language under artificial conditions in the school room. It is not a continuous process, but an intermittent process with constant interferences. The child usually does not hear the foreign language except in the school room. Only if the child lived in the country of the foreign language could his study of the language be compared favorably with the study of one's native tongue. Even then the conditions would not be identical because of difference in mental development, and because the speech organs have already been accustomed to one group of sounds. The muscles have been set.

It is true that a foreign language can be thoroughly learned while the student lives in the country where it is spoken. Even then the habits of the mother tongue interfere and influence both vocabulary and pronunciation. It is therefore much more difficult to teach a foreign language to pupils in a country

other than the country of that language and hope to obtain perfect pronunciation. The only remedy to that defect is to have a native teacher, having a good pronunciation and a perfect enunciation, and one who takes great care to correct every mistake in pronunciation.

The natural method, for physiological and psychological reasons, is unsuitable for use in our secondary schools. For practical reasons, too, it is not a successful method of teaching a foreign language in our schools. It is by its nature a very slow method. Its vocabulary is limited to concrete objects because objects alone are used to create the impression of the foreign word.*"It is also a more or less mechanical process, and while the grammar-translation method is condemned for failing to make use of memorization, except of grammatical rules, this method exaggerates its importance and makes it the sole means of language acquisition."

Grammar should not be cast aside as useless. While not an aim in itself, it is a very essential and necessary means to an end. It enables the pupils to form new combinations with the material already learned.

A. Pinlocke in his very valuable book, "La Nouvelle Pedagogie des Langues Vivantes," says that the natural method will not teach a student a foreign language even though it may succeed in enabling him to use certain

*Miss Silberberg--Modern Language Journal
February 1929

expressions mechanically. "One can know a language without speaking it, and speak it without knowing it," he says. To know a language, Pinlocke claims that a knowledge of fundamental grammatical principles is necessary, and this the natural method does not supply.

The Direct Method.

Out of the natural method has grown the direct method, which avoids the extremes of both the grammar-translation and the natural methods. In this, as in the natural method, the foreign language is the language of the classroom. It uses objects and pictures as stimuli, but it does not overlook the necessity of a fundamental knowledge of grammatical principles. Grammar is taught, not as an end in itself, as is true in the grammar-translation method, but as a means to an end, and is confined to the essentials only.

The student does not memorize empty, meaningless, rules but he deduces his own rules from the many examples provided. This, of course, is a more scientific and psychological procedure. The oral work in this method, contrary to that of the natural method, while based on the use of pictures, is not thus limited. The oral work in this method is also based upon reading matter. Where the reading matter is used as the basis for oral work, nothing is read without being taken up orally first.

The method does, therefore, recognize all speech

centers, both sensory and motor, and gives training for the development of all of them. Since vocabulary study is not limited to that provided by the use of objects, the vocabulary range acquired by this method is far wider than that provided by the natural method.

The Phonetic Method

Another method closely related to the natural method is the phonetic method. This, too, is based on pictures. It has the advantage of training the visual centers.

The procedure is similar to that of the object method, using pictures instead of objects. The work is entirely oral at first.

This method has the disadvantage of having pictures used as a sole stimulus.

The use of the phonetic script,which we find in this method, tends to confuse rather than to aid the pupils. Of course, it is understood that the teacher should be himself capable of analyzing French sounds and applying to them their phonetic symbols.

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Now that I have discussed separately the grammar-translation method, the phonetic method, the natural method, the direct method, and the oral method, it may be well to summarize all five methods at this time.

The grammar-translation method is a failure because it is not psychologically sound, in so much that it violates the law of habit by not allowing sufficient repetitions for the new material to be assimilated.

The phonetic method is a failure because it wastes a great amount of time in the learning and use of the phonetic script. It has introduced the analysis of sound into language teaching. Since there are not enough orthographic symbols to compare standards of sounds in the different languages, phonetic symbols are necessary. The phonetic method has made this valuable contribution to the teaching of foreign languages.

In the natural method, the use of a"living whole" was psychologically sound, but the fact that not enough repetitions were given to allow the new material to be assimilated made the method a failure.

The direct method profited by the idea of a"living whole", contributed by the natural method. The material to be learned was arranged in a series, each member of which was closely related to the preceding member of the series. But this psychologically sound principle upon which the method was based was counteracted by the many defects of the method. It handles the whole too long and does not handle what is inside. It has repetition without variation. Thus the material to be

learned was taught in terms of the subject and not in terms of the child.

The oral method is the most successful method of teaching French because it is the only method that is psychologically sound. It is the only method in which the teaching is done in terms of the child's ability to assimilate, rather than in terms of the subject itself. It is the only method that makes the impression of the new material in four different ways, appealing to four different senses:

1) through the ear by hearing it spoken correctly;

2) through the eye by reading;

3) through the mouth by oral use of the language;

4) and through the hand in written work. This, however, is in reality no one method but a composite formed from the best in all the other methods.

Therefore, we must go back to that all-important guide post which should lead the teacher in her selection of a better method, a better way of bringing her students to a knowledge of the foreign tongue: There is no best method. The worthy teacher takes from each that which will best aid him to reach his goal.

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